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ABSTRACT

All 484 transfer-oriented students were surveyed one year after they completed at least 48 semester hours at Harper College; an 82% response rate was attained. Results showed that over 75% of the transfer alumni continued their education, but 20% of these were enrolled at Harper. Of those who left Harper, 73% transferred to another college or university and 64% achieved an associate degree before departing. Of those remaining at Harper, 25% had already received a degree. More alumni tended to major in business and engineering and fewer in social sciences, education, architecture, and mathematics. There was also a trend toward alumni remaining in the same field after transferring. Students appeared to perform well at the new institution and they had a good record of transferring almost all of their classes. Alumni rated a number of services better at Harper than at their new institution. However, courses taken at Harper were rated as slightly less beneficial than rated by previous alumni. There was a substantial decline in the indicated use of Harper's learning resource center, though computer services were used more. During their time at Harper, one-fifth of the alumni worked full-time, while five out of six worked at least 10 hours per week. Detailed results are presented in tabular form and the survey instrument is appended. (Author/MB)

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FOLLOW-UP STUDY OF HARPER TRANSFER ALUMNI--1975 and 1977

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JC 790 279

WILLIAM RAINEY HARPER COLLEGE
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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW-UP TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 484 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE FOLLOWED, AN 82 PERCENT RESPONSE RATE WAS ATTAINED.

THE RESULTS OF THIS STUDY SHOWED THAT, AS IN THE PAST, OVER THREE-FOURTHS OF HARPER'S TRANSFER ALUMNI CONTINUE THEIR EDUCATION BUT ONE FIFTH OF THESE ARE ENROLLED AT HARPER AND THIS PERCENTAGE REMAINING AT HARPER HAS CONTINUED TO GROW OVER THE YEARS. BUT, EVEN CONSIDERING JUST THOSE TRANSFER ALUMNI WHO LEAVE, 73 PERCENT TRANSFER TO ANOTHER COLLEGE OR UNIVERSITY AND TWO-THIRDS HAVE ACHIEVED AN ASSOCIATE DEGREE BEFORE DEPARTING. SURPRISINGLY, ONE-FOURTH OF THOSE REMAINING AT HARPER HAVE ALREADY RECEIVED A DEGREE HERE.

THERE APPEARS TO BE A TREND TOWARD MORE ALUMNI MAJORING IN BUSINESS AND ENGINEERING AND FEWER MAJORING IN SOCIAL SCIENCES, EDUCATION, ARCHITECTURE AND MATHEMATICS. THERE IS ALSO MORE OF A TREND TOWARD ALUMNI REMAINING IN THE SAME FIELD AFTER TRANSFERRING. NORTHERN ILLINOIS IS STILL THE MOST POPULAR UNIVERSITY TO TRANSFER TO. STUDENTS APPEAR TO PERFORM WELL GRADEWISE AT THE NEW INSTITUTION TO WHICH THEY TRANSFER AND THEY HAVE A GOOD RECORD OF TRANSFERRING ALMOST ALL OF THEIR CLASSES SUCCESSFULLY.

STUDENTS WHO TRANSFER TO A NEW COLLEGE OR UNIVERSITY ARE IN A UNIQUE POSITION TO COMPARE HARPER WITH THAT INSTITUTION. THIS YEAR THESE ALUMNI RATED A NUMBER OF SERVICES BETTER AT HARPER THAN AT THEIR NEW INSTITUTION. THE VETERAN'S OFFICE WAS RATED AS THE BEST SERVICE WHILE HEALTH SERVICES AND COUNSELING SHOWED BIG IMPROVEMENTS IN THEIR RATINGS FROM THE PAST. THIS YEAR'S ALUMNI RATED COURSES TAKEN AT HARPER AS BEING SLIGHTLY LESS BENEFICIAL THAN COURSES TAKEN BY PREVIOUS ALUMNI. BUSINESS COURSES WERE RATED AS THE MOST BENEFICIAL OFFERING IN A BIG JUMP FROM THE PAST. THERE WAS A SUBSTANTIAL DECLINE IN THE USE BY ALUMNI OF THE LRC WHILE AT HARPER. WHILE THEY USED THE LRC LESS, THEY USED THE COMPUTER SERVICES MORE. SOME THREE-FIFTHS OF THE ALUMNI REPORTED USING COMPUTER SERVICES WHILE AT HARPER AND HALF OF THEM REPORTED IT WAS RELEVANT TO THEM IN THEIR PRESENT SITUATION.

DURING THE TIMES THESE ALUMNI WERE AT HARPER, ONE-FIFTH OF THEM WORKED FULL-TIME WHILE FIVE OUT OF SIX WORKED AT LEAST TEN HOURS PER WEEK. THERE APPEARS TO BE A DECLINE IN PARTICIPATION BY ALUMNI WHILE AT HARPER IN EXTRA CURRICULAR ACTIVITIES AND INFORMAL ACTIVITIES OVER THE YEARS INDICATING TO SOME EXTENT INCREASED EXTERNAL PRESSURES CURRENT STUDENTS ARE EXPERIENCING WHILE ATTENDING HARPER.

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Purpose

The purpose of this study was to follow-up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

Population Surveyed

All 484 transfer oriented students who accumulated 48 or more semester hours during the 1976-1977 academic year were surveyed. After follow-up procedures were followed, the following return rates were achieved:

	Number	Percent
Mail responses	220	45.4
Responses received over the phones	178	36.8
Total number of responses	398	82.2
Number of non-respondents	86	17.8
Total	484	100.0

Method Used

The survey form, show in the appendix, was developed by the Office of Planning and Research in 1969 and modified over the years using input from Vice Presidents, Deans and Directors. This instrument taps their current status, their evaluation of Harper and their activity pattern while at Harper. This instrument and the cover letter was mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later a postcard reminder was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone.

Discussion of Results

In examining the present status of these transfer alumni, we find 78 percent are enrolled in college while 19 percent are not enrolled but are employed and only three percent are unemployed. This profile is typical of the past Harper transfer alumni. Some [illegible] percent of these alumni are still enrolled at Harper (three-fourths of which are part-time) and this percentage of our alumni who remain at Harper has been steadily increasing over the years. This phenomenon has also been observed in the longitudinal study which sampled from all students starting at Harper. Looking at only the alumni who left Harper, we find 73 percent have transferred to another college.

In terms of achievement at Harper, over two-thirds (67½) of the alumni leaving had attained a degree or certificate at Harper and some 20 percent of the alumni remaining have achieved a degree or certificate. We find over the years a number of students attaining degrees at Harper remain to enroll in courses of particular interest to them or they decide to change fields. The biggest reason alumni give for not getting their degree before leaving is that they feel they don't need the degree to transfer to the college or university of their choice.

The largest major field among the transfer alumni at Harper is Business and this preference has increased dramatically over the last two years. The next largest field is Liberal Arts and this has remained fairly constant. There has also been an increase in the proportion of Engineering majors but a decline in those majoring in Social Sciences, Education, Architecture and Math. These same trends also apply to the major field profiles of students transferring to new institutions. It is interesting to note that the transfer major field tends to be more identical to their major field at Harper now than was true in the past.

The most popular university for Harper alumni to transfer to continues to be Northern Illinois as they capture one-third of those alumni transferring to new institutions. Southern Illinois, Univeristy of Illinois-Champaign, University of Illinois-Circle, Illinois State and Northeastern each attract 7½ to 8½ percent of Harper's alumni who have transferred to another institution. Some 18 percent of these former students now attend college out of state.

Harper alumni continue to do well in transferring courses to their new institution as illustrated by their 95 percent success rate. Some 64 percent of the alumni report they are able to transfer 100 percent of their courses.

Apparently grading standards at Harper remain high for these transfer alumni as they continue to earn higher GPA's at their new institution than they did at Harper. The University of Illinois at Champaign continues to be the only institution handling a significant number of Harper transfers where these alumni performed at a lower level gradewise than they achieved at Harper. A study recently completed using actual data from colleges and universities through Illinois shows Harper transfers achieve a GPA similar to transfers from other community colleges in Illinois.

As noted previously, 19 percent of Harper's alumni do not attend another college immediately after leaving Harper but secure a job instead. Another 40 percent are attending college but are also working. All in all 59 percent of the transfer alumni are employed. As you would expect from transfer alumni, only 11 percent are working in fields identical with their major at Harper. This compares with 55 percent for career program alumni. For the 1977 alumni there are fewer employed in sales, medical fields, scientific and engineering fields than was true in the past and more are working in retail sales. This last transfer alumni class is also working at a lower skill level than past alumni classes. The 1977 transfer alumni's average salary was $11,800 which is a little higher than the average salary of the 1976 career alumni which was $10,500. As would be expected of the transfer alumni since they didn't prepare for a specific career, they did not feel well prepared for specific job knowledge, technical job skills or for managerial skills. They felt somewhat prepared in communication skills and had gained somewhat in maturity. Over half of these alumni had the same job now as they had before they entered Harper College. Another fourth found their present job entirely on their own. This current transfer alumni class is working closer to Harper than was true of alumni of the past. Some 61 percent of those who have left Harper and are working are employed in the college district.

These transfer alumni were asked to evaluate various services received, programs and courses enrolled in and various aspect of college life encountered while at Harper College. In an overall rating the Veteran's office was rated highest among 16 items considered. Both Registration and Health Service showed big improvements in their ratings over preious years. When these transfer alumni were asked to compare these 16 items at Harper with the same items at their new college, Registration, Food Service, Admissions, Veteran's office, Health Service and Counseling were rated as being better at Harper than at their present college.

Harper's former transfer students were asked to rate the benefit of various types of courses taken while here. In general courses taken at Harper were judged as having less benefit by the 1977 alumni as compared to previous alumni. Business courses received the highest benefit rating by the 1977 group and this was a big jump over the past. On the other hand, Social Science, Education, Biology and Data Processing courses have appeared to decline in value over the years in the eyes of the Harper transfer alumni.

When evaluating student activities at Harper, alumni continue to rate concerts and guest speakers as the most beneficial activities. The Harbinger showed a big jump in its benefit rating this year and now rates very close to guest speakers and concerts. Films seem to have declined in value to alumni over the years.

One of the most important services alumni received while at Harper was counseling and some 73 percent of these former students reported that they saw counselors at times other than registration. Counselors received many more favorable comments from alumni than negative comments. The same was true for advising received from faculty. About 17 percent of the alumni reported receiving very helpful advise from counselors and this was about the same percentage as reported receiving helpful advising from the faculty. This year's alumni made more changes in their academic and vocational goals and almost a third used counselors in making these changes.

Almost two-thirds of the 1977 transfer alumni felt they were not qualified to receive financial aid and 18 percent actually did receive financial aid. Some 6½ percent of the alumni had applied for financial aid and were denied. This year there was a slight increase in the rating of the Financial Aids office with more good experiences reported in comparison with bad experiences.

Surprisingly, 27 percent of these transfer alumni reported they had seldom used the Learning Resources Center while at Harper. This is a big jump in non-usage of the LRC by the alumni. These former students who did use the Learning Resources Center continued to rate its service high making many more positive comments about it than negative comments.

In terms of Computer Services there seems to be a shift in student's usage from less involvement with the main computer and more with the academic computer terminals in D building. Some 17½ percent of the 1977 transfer alumni used the main computer while 55 percent reported using the computer terminals in D building. More alumni are now reporting trouble using both computer systems as compared to alumni reporting trouble in the past. A surprising 40 percent of the users reported encountering problems in using these computer services. Over a fourth of the transfer alumni (almost half of the users) find their computer experiences at Harper are relevant to their present situation.

As was the case in the past, most alumni had to work to finance their way through Harper. A total of 20 percent of the transfer alumni worked 30 or more hours

per week while at Harper while over 83 percent worked more than 10 hours per week. These transfer alumni reported 40 percent of these jobs were related to their present field.

Participation in extracurricular activities and in informal activities in the student center has been declining over the years. As many as 80 percent of these transfer alumni never participated in formal extracurricular activities while at Harper and 86 percent of these former students spent six hours or less per week in informal activities in the student center.

Major Conclusion

The purpose of this study was to follow-up transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. All 484 alumni meeting these criteria were mailed a survey form asking about their current status, their evaluation of Harper and their activity pattern while at Harper. After follow-up procedures were followed, an 82 percent response rate was attained.

The results of this study showed that, as in the past, over three-fourths of Harper's tranfer alumni continue their education but one-fifth of these are enrolled at Harper and this percentage remaining at Harper has continued to grow over the years. But, even considering just those transfer alumni who leave, 73 percent transfer to another college or university and two-thirds have achieved an associate degree before departing. Surprisingly, one-fourth of those remaining at Harper have already received a degree here.

There appears to be a trend toward more alumni majoring in Business and Engineering and fewer majoring in Social Sciences, Education, Architecture and Mathematics. There is also more of a trend toward alumni remaining in the same field after transferring. Northern Illinois is still the most popular university to transfer to. Students appear to perform well gradewise at the new institution to which they transfer and they have a good record of transferring almost all of their classes successfully.

Students who transfer to a new college or university are in a unique position to compare Harper with that institution. This year these alumni rated a number of services better at Harper than at their new institution. The Veteran's office was rated as the best service while Health Services and Counseling showed big improvements in their ratings from the past. This year's alumni rated courses taken at Harper as being slightly less beneficial than courses taken by previous alumni. Business courses were rated as the most beneficial offering in a big

jump from the past. There was a substantial decline in the use by alumni of the LRC while at Harper. While they used the LRC less they used the Computer Services more. Some three-fifths of the alumni reported using Computer Services while at Harper and half of them reported it was relevant to them in their present situation.

During the times these alumni were at Harper, one-fifth of them worked full-time while five out of six worked at least ten hours per week. There appears to be a decline in participation by alumni while at Harper in extra curricular activities and informal activities over the years indicating to some extent increased external pressures current students are experiencing while attending Harper.

SUMMARY OF RESULTS

SUMMARY OF RESULTS

Major Field While at Harper

	1974	1975	1977 Number	1977 Percent
Business	23.1	22.9	132	33.1
Humanities & Liberal Arts	24.8	25.6	96	24.1
Biological Sciences	8.4	8.9	32	8.0
Engineering	4.8	4.9	28	7.0
Art	5.4	5.3	23	5.8
Other Social Sciences	6.3	5.2	13.5	3.4
Psychology	5.0	4.9	11.5	2.9
Education	5.4	4.8	11	2.8
Physical Education	2.3	2.0	10	2.5
Pre-Medical Field	2.9	4.2	9	2.3
Physical Science	1.6	2.3	7	1.8
Pre-Law	.6	.7	6	1.5
Mathematics	3.1	1.7	6	1.5
Music	1.7	2.4	6	1.5
Architecture	[illegible]	2.4	4	1.0
Communications	.8	1.8	3	.8
	100.0	100.0	398	100.0

Present Status

	1971	1972	1973	1974	1975	Number	Percent
Employed FT, not enrolled in college	21.1	27.8	20.4	16.0	17.4	70	17.6
Employed FT, enrolled in college PT	6.8	8.6	7.7	11.3	9.1	51	12.8
Employed FT, enrolled in college FT	3.1	2.3	5.1	3.1	2.4	7	1.8
Enrolled in college FT, employed PT	18.0	16.2	17.2	18.7	18.3	77	19.3
Enrolled in college FT, not employed	40.4	36.5	38.6	42.1	45.0	145	36.4
Enrolled in college PT, employed PT	[illegible]8	1.3	2.6	4.0	3.1	21	5.3
Employed PT, not enrolled in college	.7	.5	1.1	1.7	1.6	6	1.5
Enrolled PT, not employed	0	0	.4	.4	2.0	10	2.5
Armed Forces	1.3	.6	.4	0	0	1	.3
Unemployed, not enrolled but seeking employment	1.0	.9	1.8	1.0	.5	3	.7
Housewife	0	0	3.1	0	.2	7	1.8
Unemployed or not enrolled, other situations	5.8	5.3	1.6	1.7	.4	0	0
	100.0	100.0	100.0	100.0	100.0	398	100.0

Educational Goals

	1971	1972	1973	1974	1975	Number	Percent
Presently enrolled FT in college	60.4	54.8	60.8	64.0	65.7	229	57.5
Presently enrolled PT in college	8.6	9.9	10.3	15.6	14.3	82	20.6
Plan to return to college next year	9.0	11.6	10.3	7.7	8.7	33	8.3
Plan to return to college someday	9.0	9.2	10.1	5.8	4.5	29	7.3
Enrolled now in specific training program	.8	1.3	.8	.6	3.1	1	.3
Have no plans at present to continue education	3.4	8.3	3.2	3.8	2.7	12	3.0
Educational plans unknown	8.6	4.9	4.5	2.5	1.1	12	3.0
Self-education	.2	0	0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	398	100.0

Graduation from Harper

	1974	1975	Number	Percent
Associate in Applied Science	4.9	3.1	7	1.8
Associate in Science	17.4	15.2	52	13.1
Associate in Arts	40.8	39.6	163	40.9
Combination of degrees	1.5	3.3	3	.7
Certificate	.9	1.6	9	2.3
No degree or certificate	34.5	37.2	164	41.2
	100.0	100.0	398	100.0

Reasons for Not Getting Degree	1975	Number	Percent
Still enrolled at Harper	41.8	65	38.9
Preferred transferring to another college	33.3	63	37.7
Personal problems	5.1	7.5	4.5
Educational goals were not defined	4.3	4.5	2.7
Had taken all courses I originally wanted to take	3.4	4	2.4
Needed additional hours	3.4	7	4.2
Wasn't given proper guidance	1.7	0	0
Didn't want AA degree	1.7	0	0
Moved	.9	2	1.2
Family responsibilities	.9	1	.6
Job demand	.9	2	1.2
New job opportunity	.9	3	1.8
Problem in financing furthers education	.9	0	0
Harper offered no further courses I wanted	.8	6	3.6
Saw no relationship between courses and my personal, occuatpional or educational goals	-	2	1.2
	100.0	167	100.0

EMPLOYMENT

Classification of Present Occupation	1971	1972	1973	1974	1975	Number	Percent
Business or finance	25.6	31.9	21.1	17.7	12.1	37	15.9
Retail stores	0	0	0	2.3	17.0	28.5	12.2
Office or clerical	2.9	1.4	11.7	16.6	9.4	30.5	13.1
Factory semi-skilled	15.7	10.4	9.4	7.5	8.1	24	10.3
Food service						19	8.1
Trades	14.3	8.3	7.1	8.7	3.1	18.5	7.9
Educational	2.9	6.3	4.7	6.0	6.7	12	5.2
Engineering or related technology	12.9	8.3	7.1	4.9	6.0	12	5.2
Medical fields	2.9	7.6	5.9	5.3	5.4	11	4.7
Sales	17.1	18.8	20.0	9.8	6.0	10.5	4.5
Transportation						9	3.9
Legal, governmental or political	4 3	4.2	4.7	3.0	.7	8	3.4
Social or religious	0	1.4	1.2	2.3	2.0	6.5	2.8
Scientific	0	0	3.5	4.9	2.5	3	1.3
Art or Humanities	1.4	1.4	2.4	1.5	2.7	2.5	1.1
Agricultural or environmental	0	0	1.2	0	0	1	.4
Other	0	0	0	9.4	7.4	0	0
	100.0	100.0	100.0	100.0	100.0	233	100.0

Level of Employment

Status Rating	Status Descritpion							
1	Unskilled labor	14.3	7.7	0	17.7	13.9	33	14.4
2	Semi-skilled labor	30.0	26.5	25.0	29.2	37.9	80	34.9
3	Technician-skilled labor, foreman	15.7	15.4	15.9	12.8	11.7	40	17.5
4	Beginning professional	31.4	32.5	34.2	30.0	25.0	64	27.9
5	Experienced professional second line supervision	4.3	4.3	19.3	9.1	8.4	10	4.4
6	Researcher or middle mgmt.	4.3	4.3	3.4	.8	2.2	2	.9
7	Vice president level or higher	0	2.6	2.3	.4	.8	0	0
		100.0	100.0	100.0	100.0	100.0	229	100.0
	Mean status rating	2.94	3.02	3.68	2.88	2.86	2.76	

Relatedness of Job to Major at Harper

Index	Degree of Relatedness							
3	Identical	9.7	8.0	7.8	9.4	10.6	25	10.9
2	Closely realted	46.9	23.3	27.4	11.8	14.1	32	13.9
1	Somewhat related	-	-	-	17.6	19.0	43	18.7
0	Not related	43.3	68.7	64.8	61.2	56.3	130	56.5
		100.0	100.0	100.0	100.0	100.0	230	100.0
	Mean relatedness index	1.23	.71	.78	.68	.79	.79	

Annual Salary Range	1971	1972	1973	1974	1975	1977 Number	1977 Percent
Under $3,328			4.2	3.4	.8	2	1.7
$3,328 - $4,159	33.8	22.0	1.0	0	0	0	0
$4,160 - $4,999			7.3	5.9	2.6	0	0
$5,000 - $6,999	30.8	25.4	30.2	20.4	20.3	14	12.2
$7,000 - $8,999	10.8	23.8	19.8	20.4	24.8	16	13.9
$9,000 - $9,999	10.8	5.9	6.3	10.2	10.7	17	14.8
$10,000 - $11,999	6.1	7.6	11.4	18.6	13.3	18	15.7
$12,000 - $14,999	4.6	10.2	10.4	12.7	7.9	25	21.7
$15,000 - $19,999	3.1	2.5	6.3	5.9	12.5	17	14.8
$20,000 - $25,000	0	.9	1.0	2.5	5.3	4	3.5
$25,000 - $30,000	0	1.7	2.1	0	1.8	2	1.7
	100.0	100.0	100.0	100.0	100.0	115	100.0
Mean salary	$6587	$8352	$9087	$9547	$9592	$11,839	
Median salary	$6052	$7250	$7789	$9000	$9125	$10,944	

Quality of Harper's Preparation for Job

Preparation Area	1975 Number	1975 Mean Index	1977 Number	1977 Mean Index
Specific job knowledge	131	.58	102	.49
Technical job skills	128	.52	102	.43
Communication skills	129	.98	101	.96
Managerial skills	124	.59	104	.65
Maturity	126	.99	100	1.04

Index: 2 = Harper helped considerably; 1 - Harper helped somewhat;
0 = Harper did not help at all

Method of Finding Job	1975 Number	1975 Percent	1977 Number	1977 Percent
Working on same job which I had before enrolling at Harper	34	16.3	51.5	44.0
Found my job all on my own	108	51.9	26.5	22.7
Newspaper	13	6.3	8	6.8
Placement office helped me	6	2.9	3	2.5
Coordinator of my program helped me find it	1	.5	3	2.6
Faculty member helped me	2	.9	3	2.5
Placement test	1	.5	3	2.6
Family business	1	.5	2	1.7
Employment Agency	2	.9	1	.9
Friend helped me	31	14.9	0	0
Found job thru other sources (unspecified)	7	3.4	16	13.7
	208	100.0	117	100.0

Geographic Location of Jobs

Job Location	Distance Index	1971	1972	1973	1974	1975	Number	Percent
Downtown	2	8.8	4.1	4.5	4.6	2.6	5	2.1
Outer fringes of Chicago	1	2.9	9.8	13.6	6.6	7.0	15	6.5
Northwest suburbs	0	53.0	56.6	56.8	57.8	62.7	157	67.6
Other Chicago area suburbs	1	25.0	20.5	17.1	13.6	14.9	21	9.1
Within 40 to 100 miles of Harper	3	4.4	3.3	3.4	4.6	5.3	9	3.9
100 to 500 miles away	4	1.5	0	0	6.2	6.6	16	6.9
More than 500 miles away	5	4.4	5.7	4.6	6.6	.9	9	3.9
		100.0	100.0	100.0	100.0	100.0	232	100.0
Mean distance index		.87	.77	.73	1.01	.74	.78	

EDUCATION INFORMATION

College or University Enrolled In							
Harper	3.0	7.6	8.0	16.0	20.1	81	26.1
Northern Illinois	29.0	26.4	24.8	18.1	19.8	77	24.8
Southern Illinois	8.0	4.4	4.7	5.4	5.0	20	6.4
University of Illinois-Champaign	7.6	6.0	7.7	10.5	9.7	16	5.2
Illinois State	6.4	6.6	9.5	7.4	5.0	16	
University of Illinois-Circle	9.3	7.1	5.1	6.4	5.3	16	5.2
Northeastern Illinois	7.6	7.9	7.3	7.1	3.3	15	4.8
Loyola	2.1	1.9	2.2	2.5	1.1	6	1.9
Western Illinois	4.3	4.6	3.3	5.9	4.7	5	1.6
University of Wisconsin	0	0	1.8	1.1	1.1	5	1.6
University of Arizona State	.9	1.9	.4	.6	.3	5	1.6
University of Arizona	.5	.3	.4	.9	.3	4	1.3
Elmhurst	.9	.5	2.2	2.8	3.1	3	1.0
Eastern Illinois	.5	1.6	1.8	2.0	3.9	2	.6
DePaul	1.3	1.9	.7	1.4	.8	2	.6
Roosevelt	.9	.8	0	.9	.3	1	.3
Other colleges	17.7	20.5	20.1	11.0	16.2	37	11.9
	100.0	100.0	100.0	100.0	100.0	311	100.0

Class Standing

Class Level	Level							
Freshman	1	.4	.4	0	0	0	2	.6
Sophomore	2	5.2	6.1	7.8	9.2	16.0	69	22.3
Junior	3	75.4	76.6	81.6	80.1	73.0	206	66.7
Senior	4	16.8	15.6	8.2	7.4	6.5	24	7.8
Professional school	5	1.3	.9	1.5	1.4	.3	0	0
Graduate school	5	.9	.4	.4	.5	3.1	2	.6
Undetermined		0	0	.5	1.4	1.1	6	2.0
		100.0	100.0	100.0	100.0	100.0	309	100.0
Average class level		3.15	3.11	3.02	3.02	2.97	2.85	

Present Major Field	1971	1972	1973	1974	1975	Number	Percent
Business	14.3	16.2	21.7	27.5	25.9	105	34.0
Engineering	3.1	5.2	3.9	4.8	4.2	25	8.1
Art	-	-	-	4.3	6.6	21.5	7.0
Education	20.6	18.5	18.7	10.1	11.6	21	6.8
Psychology	-	-	-	7.6	11.2	14.5	4.7
Other Social Sciences	18.6	19.6	20.7	6.3	3.8	13.5	4.4
Physical Education		-	-	3.0	2.0	13	4.2
Biological Sciences	10.3	12.9	11.3	7.6	5.5	11.5	3.7
Medical Field	-	-	-	3.5	4.7	10	3.2
Agriculture & conservation	3.9	1.1	1.0	2.0	0	9	2.9
Humanities and Liberal Arts	4.3	9.2	11.8	6.6	3.8	10	3.2
Law	2.0	.7	1.0	1.0	.4	9	2.9
Journalism	1.2	.4	1.0	-	.9	6	1.9
Home Economics	1.6	1.1	.5	1.5	.9	6	1.9
Physical Science	-	-	-	1.8	4.0	5.5	1.8
Computer Service						5	1.6
Math	5.4	2.8	4.5	2.3	1.3	4	1.3
Food Service						3	1.0
English-Literature-Speech	8.8	8.9	3.9	4.0	6.4	3	1.0
Language	2.0	1.9	0	1.5	.9	3	1.0
Architecture	-	-	-	2.0	1.7	1	.3
Other	-	-	-	1.3	1.7	3	1.0
	100.0	100.0	100.0	100.0	100.0	309	100.0

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1971	1972	1973	1974	1975	Number	Percent
3	Identical	49.1	45.7	48.1	46.9	46.7	151	53.5
2	Closely related	23.6	28.3	27.4	22.5	24.8	59	20.9
1	Somewhat related	23.6	17.5	14.7	16.6	16.2	45	16.0
0	Not related	13.7	8.5	9.8	14.0	12.3	27	9.6
		100.0	100.0	100.0	100.0	100.0	282	100.0
Mean relatedness		1.88	2.11	2.14	2.02	2.06	2.18	

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1971	1972	1973	1974	1975	Number	Percent
0 - 20 percent	1.3	0	1.2	1.2	.4	0	0
20 - 40 percent	1.3	0	1.9	.9	0	0	0
40 - 60 percent	2.6	1.4	1.2	1.5	1.0	5	1.9
60 - 80 percent	3.9	5.9	2.8	3.9	2.9	5	2.0
80 - 90 percent	6.9	5.4	7.4	6.9	7.2	28	11.0
All but 2 or 3 courses	16.0	13.1	11.1	15.7	11.6	29	11.4
All but 1 course	18.0	15.8	12.7	11.5	17.3	25	9.8
Transferred all courses	50.0	58.4	61.7	58.4	49.6	163	63.9
	100.0	100.0	100.0	100.0	100.0	255	100.0
Mean percent of courses transferred	91.5	94.3	93.0	92.8	94.9	94.9	

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper

Present College	1971	1972	1973	1974	1975	1977 Number	1977 Percent
Percent of students who earned a 3.0 cumulative GPA or better	32.7	54.1	54.5	58.7	58.9	127	58.3
Percent of students who earned below a 2.0 cumulative GPA	9.8	4.7	3.1	2.6	1.5	7	3.2
Mean cumulative GPA	2.63	2.64	2.95	2.98	2.96	2.98	
Number of respondents	230	230	255	346	268	218	
While at Harper							
Percent of students who earned a 3.0 cumulative GPA or better	22.0	27.3	41.4	42.9	48.7	91	41.7
Percent of students who earned below a 2.0 cumulative GPA	13.0	13.7	3.6	2.6	.4	1	.5
Mean cumulative GPA	2.73	2.55	2.86	2.81	2.88	2.92	
Number of respondents	230	230	249	345	268	218	
Annual Cost							
Less than $500	5.8	6.5	4.1	10.5	9.5	26	15.0
$500 - $1,000	13.7	16.0	8.7	11.8	8.7	18	10.4
$1,000 - $1,500	12.4	6.9	11.2	6.8	8.7	14	8.1
$1,500 - $2,000	28.8	24.8	11.7	11.8	11.3	9	5.2
$2,000 - $2,500	23.0	25.6	29.1	29.5	22.0	21	12.1
$2,500 - $3,000	5.3	12.6	18.9	13.1	27.2	37	21.4
Over $3,000	11.0	11.6	16.3	16.5	12.6	48	27.8
	100.0	100.0	100.0	100.0	100.0	173	100.0
Mean cost per year	$1833	$1995	$2171	$2022	$2084	$2148	

Honors programs or honors society which students have participated in and perhaps should be offered at Harper

James Scholar Program U. of I. (Circle - offers eligibility for honors section of required courses
Business Club
President's scholar
Beta Alpha Phi (Accounting Frat)
Nominated for Mortar Board Society
Educational Honors Society

Ways in Which Experiences at Harper Made Transfer Process Easier - 1977 Alumni

With the degree, transferring was very easy. Harper has a good reputation here, so my AA degree fulfilled all my core requirements here - 5
Counseling was helpful in making transfer easy - 4
All my courses transferred to the Univ. which made it easier - 3
Harper program is aimed at NIV, so the transfer was easy - 2
Took many courses that were required & got them out of my way
Counseling, pertaining to what the requirement would be at the Univ. I transferred to, wasn't very helpful. The Harper counselor who represents circle campus wasn't very informed.
The only problem I encounted was the lack of co-operation in the admissions office with sending my transcripts to Northeastern.
The degree program at Harper includes courses that are usually acceptable at 4 year Univ.
The courses offered at Harper presented an adequate challenge that prepared me for my work at Loyola. I found Harper's class offerings & instructors both stimulating & rewarding, was in the aggregate very pleased with my experience at Harper.
Informal preparation by a couple of Harper professors, advice & counseling from other students who had been to other schools helped alot.
Now being on academic probation & can see that it is not because courses here at NIU are any harder. The reason is because of external forces (i.e.- fraternity, in constant touch with friends). Academically Harper prepared me well. Currently I'm taking 15 hours & doing much better in all my courses. Harper doesn't prepare one for living away at school, its not suppose to, but it did school wise.
As far as the program goes, I feel Harper offered an excellent guide for transferring. My transfer went smoothly. Although I applied myself at Harper, I feel the course level was easier than it is here at Northern.
I went to the counselor to talk about graduation requirements & transfer classes, he made no mention of certain classes that are required at Northern to enter their college of business. I therefore ended up taking a few sophomore level classes first. If I had known about these I could have taken them my last semester at Harper.
Yes, NIU requires ten tool courses before you can get into their Business School. Harper offers all ten of these courses which are transferable.
Basic lecture hall atmosphere at Harper prepared me for the similar lecture halls at Northern.
I took two English classes, both numbered 115. The content of each course was different, but because of the identical numbers the college was reluctant at first to award me credit for both.
Accounting wasn't as detailed as Northern.
Overall I felt Harper was a good school, however courses in Business such as Economics, Accounting & Math (core subjects) should be stronger. I now find that these subjects are more difficult at Loyola - this background is a must preparation.
Counseling given by Janet Friend helped me to find out what classes would transfer & by getting degree all my hours automically transferred.
Yes, I pretty much followed the catalog requirements for the business administration program & so it fulfilled the courses I needed at Northern to get into the college of business.
Most of the courses taken at Harper were well organized & contained excellent content. Faculty generally well qualified & effective instructors.

The series of calculus courses at Harper do not match up with calculus courses at most colleges & universities. Instead of two five hour courses, the calculus series at Harper should be changed to three four hour courses.

Courses taken at Harper are easily transferred as the school has a fantastic reputation.

Just that I took all the proper general education classes required & that was because of the aid from a counselor.

Many classes here require pre-requisites that would have been taken as Univ. studies at Harper as a freshman, sophomore. As a result I have to take 100 level courses as a Junior in order to take some of these.

Counseling from Harper was bad

Getting use to homework scheduling

Counselors were fairly helpful, but could have been more so concerning transferring to another school. Some of the business courses I took at Harper were not accepted into Northeastern's business department, although the credits were taken. It would have been helpful to take a political science course at Harper, because Northeastern has a constitution requirement.

Just following the program offered for my AA at Harper put me in an excellent position for the courses to come at Northern.

I received good academic counseling for the most part, except I received inconsistant advice (about the transferability of a particular course) from two different counselors which resulted in the loss of 3 credit hours.

Having an A average helped. I am presently enrolled in the BGS program & therefore, Roosevelt would not accept any freshman credits.

Great business faculty at Harper. Harper's familiarity with Northern's program in business in terms of counseling & required work from advising office & favorite instructors.

I had know trouble transferring. I also did not seek advice or counseling. If I would have followed your business program though, some of my classes would not have transferred. I knew well ahead of time where I wanted to transfer to, so I followed their program.

Although I didn't appreciate it enough at the time, Henry & the other fine faculty members in & out of the Journalism program got me used to the hard work & need for a responsible attitude that characterizes the field I hope to enter.

Harper is too easy of a school. A four year college is much harder. Harper should be stiffer with their grades to prepare people for this.

The fine reputation of Harper certainly effected the transferability of my courses.

Questioning advisors on courses to take that were required for the Univ. of Illinois & steps I should take if I had trouble transferring courses.

Counseling was very helpful & knowledgeable about NIU. Mr. Danis of the Business Dept. should be commended for his excellence in Acctg & Business Law. The student that comes out of his class is well prepared & ready to apply to other classes.

There are no difference in the difficulty of the course work at Harper and a four year college. I was easily able to adjust to my new college in the classroom.

The classes at Harper are not up to the standards of the U of I. I feel quite ignorant in many subjects.

After I finished all my general studies, I was advised to fill in my electives with Psychology courses seeing that I was going into Social Welfare. They felt this might be beneficial. It was, for I will receive a minor in Psychology when I graduate next year.

All my Chemistry, Math & Physics courses did an excellent job of preparing me for the courses I have taken at U of I.

Inappropriate instruction of foreign language which led to a tranfer into a class way ahead of my actual knowledge.

Good counseling by Audrey Inbody & some good instructiors who "turned me on" to computer science.

Harper's counselors should be more interested in you.

Harper could improve their counseling or advisement for classes. To register for classes one needs a counselor's signature, but he doesn't even know you, your major or your past classes.

The courses that were offered at Harper for Busines, are just as good as Northerns first two years & this enabled me to make the adjustment rather easily.

Harper cancelled Mass. Comm. 2nd semester, so when I came here I was required to take that class; it was a pre-requisite to all other Mass. Comm. classes. I couldn't do any studies in my major until I had that class. Thus my first semester down here I took one class (Mass. Comm.) related to my major & the rest were whatever I could fill in with.

Having counselor visit from WIU helped. Bruce Bohrer answered many questions that I had. A history class & education class did not transfer (just credits transferred) as there were no relating classes. The transfer seminar answered many of my questions.

Only complaint is that counseling said intermediate Algebra was transferable to (Circle), but Business School does not accept it, so it was a wasted course.

No, the Northern coordinator didn't seem to know some things about Northern. I had to make 2 or three trips that should have been answered at Harper.

The classes at Harper which did not transfer to MSU were not specific enough in their explanations in the course catalog. Transferring was not any trouble at all, except for the humanities & english credits which were not well accepted in the state of Michigan. I am sure that this is a common problem for students transferring out of state.

Access to & competency of counseling program was good. Since I was unsure of my major they guided me toward a very good liberal program which helped me at Northern Illinois Univ.

There was a lack of well informed counselors at Harper. They did not provide me with the necessary guidance for a smooth & well prepared transfer to the Univ. of Ill. College of Business.

Harper doesn't force you to study, it creates bad study habits which were hard to overcome at Northern, that is why my GPA went down.

Harper has such a good course selection - per term it was a disappointment to see Northeastern's.

Lack of effective counseling made transfer harder.

Attending Harper caused me to be ½ year behind in my major. I was counseled knowing that I was going to SIU, but I didn't meet their requirements as well as I could have if the counselor would've told me of them (General Studies Courses).

Harper's teachers were much more personal & easy to reach, but the classes & course content were not that difficult.

The grading at Harper is too lenient.

I visited the Harper counselor who was in charge of giving information on Circle Campus. He was extremely helpful, supplying me with application & other necessary documents.

Attending Harper encouraged me to finish college. My studies encouraged me, because they were easy & showed me that I could finish college.

Counseling was fair. Advice given to me for courses could have been better.
Grading was tough. I had to work & I was more than ready to transfer.
I took advantage of meeting representatives from other colleges when they came to Harper. That was a tremendous help in deciding on a 4-year school. Also my counselor, Anne Rogers a good source of information when I needed it.
The engineering cooperative program with U of I is very helpful. Counseling was good. Physics 201-203 with Sieband is excellent. Non engineering courses are usually graded too easily.
I think counseling should include more about 4 year general requirements. When I transferred I had to take History, Speech, Health & P.E. Therse courses I could have taken at Harper.
The counselors at Harper didn't help me in choosing courses which I needed to transfer into Northern as a Junior. A Harper counselor gave me erroneous information causing me to take a class which I did not need. I had to go to NIU myself to get information.
The work was not hard (or didn't seem so) as it is at the school I'm going to now. Two science & one math course not transferrable.
I found that too many open-book courses & independent courses at Harper have made me take the same courses over again, however the credits still transferred. I will just have double credits when I graduate.
Not receiving Associate degree made it difficult.
I had the great fortune to have excellent teachers at Harper who conveyed their excitement for their subject matters to me. So it made things alot better, especially John Muchmore.
I was recommended to NIU (Art Dept.) by the instructor John Knudsen, he was helpful. Never used the counseling dept. too much.
Getting the A.S. Degree helped, I'm not sure if it would have been as easy getting full credit without it. I didn't take courses in my major field while at Harper, because a 4 year school would teach me more, now its hard making up for lost time.
Counseling given to me by Ed Liska really helped a great deal.
I was lucky to take the courses at Harper that benefited me at Northern.
At Harper I had the opportunity to develop good study habits & become capable of attending a 4 year school,something I wasn't ready for straight out of High School.
This is my third year at Harper, but my second year as a true music major (1977-1978). However, I have been accepted to Illinois State Univ. and had no problems as Harper has a highly acclaimed 2 year music education program.
It was my initial intention to transfer to U.of I (Urbana). It seemed that everyone, but the counselor knew that to enter their engineering course you must apply at least one year in advance due to rapid enrollment. I should also mention that this was the counselor who was supposed to be the authority on U of I (Urbana).
The use of study objectives made it more difficult for me when I transferred to NIU, because they don't use them at the Univ. So I had to withdraw from NIU. I came back to Harper to take Psy. to learn how to study.
I am transferring to Northern later and am encountering problems in getting straight, direct answers.
After I completed 40 hours of credits at Harper, I talked to a counselor. After our discussion, I found that graduation requirement will be completed in a shorter time by enrolling in suggested courses by the counselor.
One teacher was a difficult grader & unfair (has no qualities whatsoever to recommend to anyone or any place). Poor!

Counseling for transfer is difficult everybody had different requirements.
The accounting courses I took were all transferable.
The transfer seminars offered at Harper were very beneficial in getting one started in transferring. The college day program offered at night was inadequate. Many of the colleges had already left and it was very disorganized.
Difficulty in completing credits for AA & AS for transfer in two years - required 3 years.

Performance of Harper Students at Other Institutions

Institutions	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern Illinois	24	2.84	3.43	+.59	12	3.38	3.62	+.24	13	2.81	3.24	+.43
Western Illinois	20	2.58	2.88	+.30	17	2.80	2.71	-.09	5	2.86	3.24	+.38
U. of I. - Circle	22	2.91	3.04	+.13	19	2.72	2.91	+.19	16	2.93	3.14	+.21
Illinois State	25	2.81	3.09	+.28	18	3.02	2.87	-.15	15	2.84	3.01	+.17
Eastern Illinois	-	-	-	-	14	3.00	3.10	+.10	2	3.30	3.40	+.10
Southern Illinois	14	2.79	3.01	+.22	18	2.94	3.09	+.15	19	2.89	2.96	+.08
Northern Illinois	60	2.84	2.95	+.11	71	2.67	2.81	+.14	72	2.83	2.83	-
U. of I. - Champaign	36	3.11	2.95	-.16	35	3.22	2.95	-.27	15	3.23	2.92	-.31
All institutions	346	2.81	2.98	+.17	268	2.88	2.96	+.08	218	2.92	2.98	+.06

EVALUATION SECTION

Areas of Harper ranked by its ratings by students. 1=excellent, 2=very good, 3=average, 4=of little value, 5=poor

	1971	1972	1973	1974	1975	1977 Number	1977 Rating
Intramurals	3.02	2.07	2.77	3.34	3.37	65	3.05
Athletics	3.10	2.92	2.77	2.98	3.04	82	2.98
Counseling	2.99	2.88	2.69	2.95	2.86	80	2.62
Student Activities	2.69	2.69	2.74	2.53	2.81	180	2.59
Placement	2.89	2.75	3.00	2.64	2.78	67	2.57
Financial Aids	2.62	2.61	2.37	2.52	2.61	71	2.56
Other students	2.61	2.52	2.51	2.53	2.64	193	2.55
Food service	2.89	2.88	2.53	2.53	2.66	160	2.46
Learning atmosphere	2.57	2.29	2.27	2.30	2.38	203	2.33
Records and registration	2.43	2.50	2.37	2.38	2.56	194	2.25
Admissions programs	2.35	2.39	2.43	2.35	2.30	189	2.19
Health Service	2.89	2.88	2.43	2.52	2.45	109	2.19
Course selection	2.48	2.39	2.42	2.55	2.35	201	2.17
Learning Resource Center	2.23	2.16	2.08	1.93	2.06	174	2.03
Teaching faculty	2.01	1.98	2.04	1.99	2.09	204	2.02
Veterans	-	-	-	-	2.25	22	1.95

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1=excellent; 2=very good; 3=average; 4=of little value ; 5=poor

Areas in which Harper rated best in 1977

	1974 Alumni			1975 Alumni					1977 Alumni				
	Harper Rating	Other College Rating	Difference Rating	Harper N	Harper Rating	Other College N	Other College Rating	Difference Rating	Harper N	Harper Rating	Other College N	Other College Rating	Difference Rating
Veterans				48	2.25	16	2.31	+.06	22	1.95	10	2.50	+.55
Registration	2.38	2.70	+.32	222	2.56	173	2.60	-.04	194	2.25	126	2.69	+.44
Health Service	2.52	2.23	-.29	150	2.45	127	2.21	-.24	109	2.19	84	2.45	+.26
Food Service	2.53	2.85	+.32	220	2.66	154	2.92	+.26	160	2.46	118	2.70	+.24
Counseling	2.95	2.77	-.18	250	2.86	164	2.61	-.25	180	2.62	114	2.75	+.13
Admissions	2.35	2.45	+.10	234	2.30	158	2.41	+.11	189	2.19	126	2.29	+.10

Areas in which Harper and the other colleges rated about equal in 1977

Placement	2.64	2.38	-.26	130	2.78	89	2.40	-.38	67	2.57	50	2.54	-.03
Teaching faculty	1.99	2.09	+.10	264	2.09	176	2.12	+.03	204	2.02	130	2.09	-.07
Financial Aids	2.52	2.51	-.10	112	2.61	93	2.63	+.02	71	2.56	52	2.48	-.08

Areas in which other colleges rated better in 1977

Learning Resource Center	1.93	2.12	+.19	234	2.06	176	1.47	-.57	174	2.03	102	1.85	-.18
Course selection	2.55	1.88	-.67	260	2.35	169	1.85	-.50	201	2.17	131	1.88	-.29
Learning atmosphere	2.30	2.22	-.08	258	2.09	175	2.12	+.03	203	2.33	132	2.03	-.30
Other students	2.53	2.18	-.35	249	2.64	170	2.18	-.46	193	2.55	127	2.13	-.42
Athletics	2.98	2.13	-.85	123	3.04	97	2.20	-.84	82	2.98	78	2.35	-.63
Student activities	2.53	2.13	-.40	234	2.81	175	2.20	-.61	180	2.59	124	1.89	-.70
Intramurals	3.34	2.02	-1.32	90	3.37	89	1.87	-1.50	65	3.05	67	2.10	-.95

Courses by rank order of their net benefit to the alumni
(Courses nominated ten or more times are included)

	1974 Alumni			1975 Alumni			1977 Alumni		
	[a] Times Nominated As Most Beneficial Course	[b] Times Nominated As Least Beneficial Course	a/b	[a] Times Nominated As Most Beneficial Course	[b] Times Nominated As Least Beneficial Course	a/b	[a] Times Nominated As Most Beneficial Course	[b] Times Nominated As Least Beneficial Course	a/b
Business	84	15	5.60	65	11	5.90	88	8	11.00
Mechanical Engineering	6	7	.86	8	2	1.00	13	3	4.33
Speech	63	10	6.30	74	18	4.11	57	14	4.07
Psychology	139	20	6.95	129	21	6.14	88	25	3.52
Math	113	43	2.63	99	51	1.94	95	37	2.57
English	133	35	3.80	108	53	2.04	82	34	2.41
Secretarial Science	7	8	.88	4	4	1.0	10	5	2.00
Career Planning and Development							7	4	1.75
Art and Music	33	26	1.27	35	26	1.35	21	14	1.50
Human Potential							14	10	1.40
Child Development	28	5	5.60	24	10	2.40	11	8	1.38
Philosophy, Humanities and Liberal Arts	86	65	1.32	82	68	1.21	52	40	1.30
Biology	75	37	2.03	77	41	1.89	46	36	1.28
Political Science	34	13	2.62	21	13	1.62	14	11	1.27
Education	29	4	7.25	23	4	5.75	5	4	1.25
Sociology	90	34	2.65	74	35	2.11	48	39	1.23
Physical Science	28	26	1.08	33	21	1.57	26	22	1.18
Data Processing	27	15	1.80	21	16	1.31	22	22	1.00
History	50	55	.91	39	47	.83	29	33	.88
Physical Education	25	22	1.13	16	3	5.33	8	12	.67
Architecture	11	9	1.22	6	3	2.00	1	6	.17
Total	1,061	449	2.36	940	447	2.10	737	387	1.90
1973	1,085	420	2.58						
1972	1,430	677	2.11						
1971	1,208	582	2.08						
970	600	293	1.85						

Courses which, if they had been included in the curriculum, would have benefited former Harper student now, on the job or in college - 1977 alumni

Math and Quantative Skills - 8

Higher math
Wider selection of computer related courses
Math course for people who do not have a good aptitude for it but must take it
College algebra (instead of intermediate)
Cobol
Math 201
Calculus III
More engineering courses

Business - 8

Introductory marketing course
More required speech courses in business
Principle courses in Management and Finance
More couses in Food Service operations
Accounting and strong design courses
Business writing and planning
Introductory overview course in law

Health Related Field - 4

Classes which included work in the field, especially in biological sciences
Micro-biology, Introduction to Sociology
More biology and zoology courses
Kinesiology

Lifelong Learning - 3

Class in sign language that goes beyond beginner level
Speed reading and study skills vocabulary development
Constitution class for U.S. & State Constitution test

Agriculture related - 1

More agriculture courses

Physical Education and Recreation - 1

Physical ed classes dealing with training

Self-Development - 8

Some type of transfer seminar would have been beneficial
Business computer scinece and math courses
Access to computer system operating under OS instead of POS would have helped
Career Planning and Development
More courses on interacting with people, i.e. assertive training, etc.
Management of People course
CPR course
Current events, political activities, job employment and orientation

Literature and Humanities - 6

Photography, recording, audio visual expanded music program
More range in hisotry courses
More dance classes
Television production and electronic news gathering
Intro to Graphic Design and Intro to Typography

Social Science - 3

More psych courses (Abnormal Psych)
Anthropology, Industrial Psych and Management
Educational psycholog course should have a lab
More philosophy courses

Vocational - 2

Auto mechanics
Some kind of carpenter courses

Sciences - 1

More environmental program oriented courses

Continuing Education - 1

Airline programs, travel agency, etc. giving some sort of certificate
Community development and any social welfare type course

Career Exploration and Development

Would a career exploration and development course been of help to student

	1974		1975	
	Number	Percent	Number	Percent
Yes	97	34.8	123	43.7
No	88	31.5	71	25.3
Not sure	94	33.7	87	31.0
	279	100.0	281	100.0

Learning Resources Center Evaluation

	1973	1974	1975		1977
	Percent of Mail Responses	Percent of Mail Responses	Percent of Mail Responses	N	Percent of Mail Responses
I very seldom used the LRC.	17.2	17.9	18.7	58	26.9
I found the LRC a good place to study.	60.7	53.3	64.8	115	53.5
It was easy to find and check out almost all books needed.	42.9	40.8	46.2	89	36.7
The A.V. material available in media section was very helpful.	29.7	32.6	30.8	54	25.1
I had trouble getting much of the material needed	4.0	1.6	4.8	9	4.2
Other good comments	6.3	3.5	3.7	8	3.7
Other bad comments	2.6	3.1	3.7	5	2.3
Neutral comments		.9	2.2	4	1.8
Total mail responses	303		273	215	

Comments from 1975 alumni

How students had trouble getting material needed in LRC

Some materials were stolen - 3
Reference books needed for class were not there - 2
Expand books on contemporary art
Too many books checked out to teachers
Limited supply of periodicals
Library not large enough
Cataloging system confusing

Other good comments about LRC

Math tutoring very good - 5
The tutoring was great - 3
Good selection of material
Like the set-up

Neutral comments

Used it when I wanted quiet study - 3
Able to take advantage of French tutoring program
Used Schaumburg library instead
Had no time to use it

Comments from 1975 alumni (continued)

Other bad comments about LRC

Shortage of periodicals and publications - 3
More material needed for academic education
Help was often slow
Evening hours and week ends should be extended
Had trouble getting materials needed
Unaware that there was one
LRC downstairs is inefficient
At times very noisy

Comments from 1977 alumni

How students had trouble getting material needed in LRC

It did not have a wide enough selection of magazines I need to work on English and literature papers.
There is no comparison between Harper's resources and U. of I.
Books were missing
Did not contain the technical literature I needed.
The library has a good reference index.
Many times could not find book I wanted.
Books were usually already checked out.
Nursing periodicals were not available.
Either not available, stolen or checked out.

Other good comments about LRC

The people who work there are quite courteous and helpful.
Enjoyed tutoring other students in tutoring lab.
Excellent facilities
Very nice atmosphere to meet people and have comfortable conversation.
Always felt I had free access to many resources which I never needed while at Harper.
Tutoring available was excellent.
The people helped me a great deal with my math and chemistry.
When I had troubles with a difficult course, the tutoring section was helpful.

Neutral comments

Library was sometimes a bit noisy with other students talking. However, I did most of my work in there.
What you have is good, but there is not enough periodicals, micro-fiche, etc. Should use all three floors and expand.
LRC was adequate in my needs - first floor little to noisy for study purposes.
I found the center a good place to check out books, but a noisy place to study.

Other bad comments

I found it to be a disadvantage to not be able to check magazines out of the library.
In the reference section there should be more people there to assist students. Most of the time there is only one.
Should be kept quieter.
The electric pianos don't work anymore.
The center tends to get crowded at prime times.

Usefulness of computers or terminal work to present situation

	1975	1977	
	Percent	Number	Percent
Use of terminal and computer a help in present situation	26.4	61	28.8
Not relevant to present situation	41.8	64	30.2
Didn't use the terminals at Harper	31.8	87	41.0
	100.0	212	100.0

Comments from 1975 alumni

Example of usefulness

Class use - helpful in physics, cobal, etc. - 17
Familiarized me with the use of the computer - 8
Curricula require it - 6
To understand printout - 6
Helped me to adjust to our units - 6
Logic - 3
Telex message machine helped

Examples of terminal usage not relevant

Need for terminal usage not relevant at this time - 31
Haven't had a chance to use it - 8
Used it while taking a course - 8
Use it only once for an assignment - 5
To get some knowledge of computers - 3
Used only for a course - 2
Different system use on my job - 2
Helped realized how amazing computers are - 2
Dropped course and changed computers
For lab and data processing project
For degree in C.S.

Comments from 1977 alumni

Example of usefulness

I am taking more classes with computers - 18
Has given me experience - 12
Use in my job - 5
It helped only to the degree that I have a greater understanding and respect for computer systems - 3
Same concept is used here
My only contact was through DPR 101
Definitely because I am a computer science major
Research class and past job
It helps on my job in summer
I work with an I.B.M. computer
Some knowledge of how to use basic at work
It was helpful for Chemistry and Biology
To better understand computer read-outs
Use the B.S.C.T.E. computer
I developed an interest in Computer Science

Comments from 1977 alumni

Examples of usefulness (continued)

On-line terminals were very helpful - more so than the punch card system - too much time wasted.

Gives me experience to use in the future.
In a small field of work associated with my job.

Examples of terminal usage not relevant

Because I am an Art major and have no computer classes
Didn't relate
Didn't learn anything
Computer was used basically for mathematical problems
Just used it once for demonstration
I only use pre-programmed lessons here
Because my major area is accounting
It was an elective
I had little experience so it was not very practical
Am not involved in a data processing job.
Have not used this knowledge as of yet
Because I only used it for one required chemistry problem.
It could have because I work with computers now but because of use I dropped the class.
I do not deal with computers at all in my job or personal life.
It could have helped me if the DPR classes were taught better

Change in educational or vocational goals

	Change Index	1974	1975	1977 Number	1977 Percent
More than one major change	3	8.7	7.5	21	9.9
One major change	2	19.9	21.5	46	21.7
Made only minor change(s)	1	15.8	11.0	41	19.3
Not sure if change made	0	9.8	8.0	12	5.7
Never	0	45.8	52.0	92	43.4
		100.0	100.0	212	100.0
Index of change		.82	.77		.92

Services used in making changes

	1975	1977 Number	1977 Percent
Counseling	27.1	43	32.6
Career Library	4.8	21	15.9
Placement Office (career Development Center)	2.9	6	4.5
Other	17.4	20	15.2
	100.0	132	100.0

Other (specified) services used to make this change

Talking with instructors - 8
Friends - 4
Made my own decision - 2
Realized new intersts while taking classes
Business and speech classes
Psychology III
Own satisfaction
Human Potential seminars
Magaine articles and watched the job opportunies secion in the Tribune

Evaluation of Academic Advising at Harper

	1975	1975	1977 Number	1977 Percent
Student saw counselor only at registration as required	37.7	20.7	85	27.0
Student saw counselor at times other than registration	62.3	79.3	230	73.0
	100.0	100.0	315	100.0

Evaluation of academic advising system by transfer alumni who saw counselors at times other than when required at registration

	1974	1975	1977 Number	1977 Percent
Needed academic advice but didn't ask for it.	2.4	2.2	3	1.0
Readily received help from a counselor.	32.2	24.8	66	21.0
Had trouble getting counseling help needed.	8.9	10.8	20	6.4
Advising received from a counselor was not very helpful	15.4	11.2	37	11.8
Advising received from a counselor was very helpful	16.4	16.4	53	16.8
Received helpful advice from a faculty member	16.4	16.4	53	16.8
Advice received from a faculty member was not helpful	14.0	13.1	50	15.9
Number of respondents	1.4	.9	1	.3
	292	581	315	

Comments from 1975 alumni

How student had trouble getting counseling help needed

Counselors were never there - 2
Messed up - no specific counselor
Wrong information given by a counselor
Not up on transfer need
Busy most of the time
They were terrible

How advising received from a counselor was not helpful

Never received sound advice - 9
Only promises of guidance - didn't know my needs - 8
Did not act friendly - 5
Given some wrong information - 5
Treated as a "member" - 4
Not very helpful - 5
Offered no solution to my problem - 3
Knew very little about transferring - 2
Loss of time - 2
Was misinformed
Counselor said he would contact me - never did
Counselor was very mean

How advising received from a counselor was very helpful

Good advice - very helpful - 23
Advised on what courses to take - 7
Only adequate advising - 6
No problem - 6
Ms. Anne Rodgers was most helpful
Aptitude tests taken
Helped me decide on a major
Liska, Nolan and Nelson very good
Good rapport
Discussed transfers and choice of majors

Comments from 1977 alumni

How student had trouble getting counseling help needed

Most counselors were too busy or not in - 2
Counselors I needed were never available at night.
The student should be informed as early as possible all options available.
Some problems were not school related/ did not understand each other/ lack of time.
I wanted to go to Spain and study, no one could help.
Inadequate and ignorant
They weren't able to help me and the secretaries made it seem like a real chore.
They were never available at convenient times. Many students work.
Their office hours were screwy.
Everyone would send you some place else and once you found your counsleor, they were never in.
When I first started at Harper, I sought help with registration. I got help, but I also ended up in classes that did not help me with my major.
Faculty, administration and one counselor in business were ineffective.
Too many different viewpoints by counselors.
Ended up more confused so I stuck to the handbook and never had problems.
Never available and counselors seemed like they were there for registration purposes only.
Some counseling advice was incorrect.

How advising received from a counselor was not helpful

They did not seem to know enough about the question I asked - 10
Seems like they didn't care what happened to you.
The advising I received did not provide me with a very smooth transfer.
Counselors were unfamiliar with actual course content. For example: I was advised to take Intro Physics when I should have had General Physics.
They had me take courses which were difficult, unnecessary and very boring so my GPA went down.
I talked to a lot of counselors about class selection and each one told me something different.
Advised to take courses such as English, Sociology and History, but they did not help.
I was enrolled in too hard of a level in music.
I was not informed of SIU requirements nor led in the right direction.
They seem to lack current information on the major universities.
The counselors knew less than I did. I sincerely wish counselors were assigned to students.

How advising received from a counselor was not helpful (continued)

I was told I needed a specific course I did not want to take and later found the course was not actually a requirement.
The counselors don't really know what you should take to be able to take higher level courses that require prerequisites here.
I was put in classes that were too easy for me, like Math 101.
Some counselors should put more time into their jobs.
Was told to sign up for a below 100 class and didn't know it didn't transfer.
The I.S.U. counselor did not know much about his school.
They didn't know schools for my major, status of many courses or job opportunities.

How advising received from a counselor was helpful

I saw a counselor to find out what courses I should take that might help me at NIU - 3
Helped me decide on courses to take and was helpful in transferring to another college.
I took vocational tests which helped me decide on a major.
They helped me decide courses with meaning instead of wasting my time.
I was in success group.
Nancy Fojo was great.
Helped me decide what courses to take, how to plan ahead and counseling tests were of great help.
Encouraged persistence for applying to airlines.
Helped me to go in the right direction.
Helped me decide on career.
Helped me out for a smooth transfer, gave me names of people to contact and explained different alternatives to my ideas.
Helped me decide on a four year institution and a career.
They are especially good with course selection and vocational advice.
Ann Rodgers proved to be one of the two things that were extraordinary for me at Harper.
Mr. Catlin was great and the art advisors were the best.
The one time I needed to see a counselor, it was helpful to me.
Learned about CLEP tests, constitution test and Psy 101.
I finally found Mr. Cunningham and Mr. Nelson who helped me greatly.
When I needed it there was someone there to talk to.
Always told me everything I needed and wanted to know.
I would like to say that Janet Friend (Fine Arts counselor) is great. Not only as a counselor, but as a friend. Janet led me in the right direction to get my AA in music.
They were concerned with my problems and tried their best to help me find answers and solutions to them.
Elimination of unnecessary courses for graduation requirements.
Helped in planning my programs so all heavy courses were distributed throughout my time at Harper.
Asked for help pertaining to college requirements.
Mrs. Inbody has done an excellent job.

Student activities by rank order of their net benefit to the alumni

	1974 Alumni			1975 Alumni			1977 Alumni		
	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b
Concerts	117	15	7.80	104	15	6.93	69	9	7.6
Guest speakers	127	23	5.52	97	19	5.10	61	9	7.6
Harbinger	69	25	2.76	82	81	1.01	71	10	7.1
Films	105	10	10.50	77	18	4.28	40	11	3.6
Radio Station	51	40	1.28	43	39	1.10	25	24	1.0
Human Potential	20	39	.51	15	34	.44	16	17	.9
Mini Courses	28	37	.76	22	21	1.05	9	12	.7
Athletics	23	77	.30	14	81	.17	15	33	.4
Intramurals	12	78	.15	5	70	.07	13	31	.4
Clubs	11	84	.13	14	52	.27	10	28	.3
Other	14	2	7.00	15	5	3.0	13	0	-
Total	577	430	1.34	488	375	1.30	342	184	1.8

Evaluation of Office of Financial Aids

	1974	1975	1977 Number	1977 Percent
Didn't require or qualify for financial aid.	66.2	67.3	128	64.6
Might have qualified but I never got around to applying.	8.0	10.8	21	10.6
Applied for financial aid - was turned down - was very dissatisfied with one operation of Financial Aids office.	2.9	2.2	4	2.0
Applied for financial aid but was turned down. However, was reasonably satisfied with the performance of the office of Financial Aids.	2.2	3.0	9	4.6
Received financial aid but was not satisfied with the performance of the Financial Aids office.	2.2	1.5	1	.5
Received financial aid and was very satisfied with the performance of the Financial Aids office.	18.5	15.2	35	17.7
	100.0	100.0	198	100.0
The Financial Aids office at Harepr helped me secure financial aid at the institution I am now attending.	2.5	1.5		.5
Ratio of satisfied to dissatisfied with performance of office of Financial Aids.	4.1	4.9		8.8

Harper Experience

Hours worked per week while attending Harper	1973	1974	1975	1977 Number	1977 Percent
I didn't work	11.4	8.4	11.7	21	9.9
1 to 5 hours	3.1	0	.7	5	2.4
6 - 10 hours	3.8	4.0	3.3	9	4.3
11 - 15 hours	6.9	10.4	6.6	20	9.5
16 - 20 hours	22.7	26.5	19.8	52	25.1
21 - 25 hours	16.9	18.8	26.6	35	16.6
26 - 30 hours	15.2	11.8	10.9	26	12.3
Over 30 hours	20.0	20.1	20.4	42	19.9
	100.0	100.0	100.0	211	100.0
Mean number of hours	20.52	21.10	21.02	20.40	
Relation of work to major field at Harper					
Identical		19.1	22.4	38	20.1
Related or beneficial		21.1	22.4	37	19.6
Of little benefit		59.8	55.2	114	60.3
		100.0	100.0	189	100.0
Hours spent per week in extra-curricular activities					
Did not participate	64.8	55.7	73.4	169	80.1
1 - 3 hours per week	17.5	33.9	14.2	22	10.4
4 - 7 hours per week	6.6	3.8	5.8	11	5.2
8 - 12 hours per week	5.2	3.8	2.5	3	1.4
Over 12 hours per week	5.9	2.8	4.0	6	2.9
	100.0	100.0	100.0	211	100.0
Mean number of hours	2.12	1.69	1.46	1.06	
Hours per week informally in student center					
Less than one hour	29.4	33.8	28.1	70	33.2
1 - 6 hours	50.7	46.1	48.9	111	52.6
7 - 12 hours	13.0	14.1	20.5	24	11.4
12 - 20 hours	5.5	3.5	1.8	6	2.8
Over 20 hours	1.4	2.5	.7	0	0
	100.0	100.0	100.0	211	100.0
Mean number of hours	4.39	4.36	4.27	3.54	

Other comments concerning Harper from 1975 alumni

Good school - served me well - 31
Very happy I went to Harper - received a good education - 24
Would like to see it become a four year college - 11
Pleased with the teaching faculty and learning aids - 8
Enjoyed the atmosphere at Harper - 5
Not much social activities - a lot like a high school - 4
Should have a better counselor who are informed to the needs of the students - 4
Counseling could be improved - 4
Instructors should be used as student counselors - 3
Need something to get student body together - poor social environment - 3
Poor liberal arts program - 2
Does not like the survey - 2
Art Department was best - 2
Biology should be taught at a higher level
Need an auditorium and a good physical ed program
Too impersonal and bureaucratic
More activities and events should be offered in athletic department
Poor parking facilities
Better teachers for the sociology and psychology department
Do not like bookstore policy of buying back books at less than half price
Library should be publicized more - especially that it is open to the members of the community
Harper classes should be taught more like those at a four year institution
Should have a better science department
Biology department and its faculty were excellent
Made transition from Community College to University easy
Financial Aid office does not seem to be informed about all sources of aid

Other comments concerning Harper from 1977 Alumni

I'm very pleased with the education I received there - 38
If Harper was a 4 year institution I would have stayed there - 7
Good school - 2
Unfortunately you don't appreciate Harper enough until you leave it.
Only drawback was no RTA, I could use it to get there, otherwise I enjoyed my 3 years there.
Let me say that I enjoyed Harper immensely & that the instructors had a very positive influence on my life.
The women in Admissions should be more pleasant. I found I was not too thrilled going there for info because of their attitudes, behavior & dispositions. I feel Harper College would benefit greatly if many of these women were reviewed and placed in positions where they didn't have to deal with people.
I would like to see it become a 4 year institution, with corresponding offerings & accredations. There is no real social life at Harper, but that really can't be helped. The content of the second semester of Physics should be changed. Instead of covering the middle of the book, the class should cover the last third of the book.
Faculty members would make good counselors or advisors - I'm glad I asked a faculty member to help me - counselors were of absolutely no value to me.
Provides for ample learning opportunities - Many teachers informal - teacher - student communication. However, social opportunities not as great as Univ., but alot of people just come and go at Harper.
I think Harper is a very fine college - Comparable if not better than some State Univ. (Northeastern). I only wish Harper was a 4 year college, if so I would have finished my education there.
I enjoyed Harper & thought it was a good learning experience. Being able to work while at Harper helped also. Faculty really showed interest in individual students which was really beneficial (they took the time to care).
A good College to go to while working, but I couldn't enjoy the extra-curricular activities as much as I do not at a University.
It is obviously cheaper and much easier than my present school. Convenient to get home between school and work - Close to home.
Courses could have been more challenging, social life was a drag - too isolated on a commuter campus.
A small suggestion - Plant trees and shrubs to cut down on the strong wind that blows between and around buildings.
Really should focus on educating people not trying to place "them" in shoe stores as Asst. Manager.
Classes are extremely too easy - This makes transferring difficult.
Harper was an excellent school academically speaking.
It serves excellent as it is functional - but must always be kept in mind as a "Junior College".
Harper is a good school - It really helped me alot in deciding on career goal and 4 year institution. However, business students should have more exposure to computer operations.
Harper is a very good school, but people at the 4 year college do not understand that I had trouble being accepted by them because of this.
Excellent place to learn general education courses, cheaply, as prerequisities for other universities or earning a degree.
Teachers are more concerned with their students at Harper than at Northern.
Mr. Jedlicka (Business Faculty) proved to be the best teacher I've ever had. He's the one that opened the door in my mind to get into Marketing. For that and that alone I am very grateful.

Harper really needs alot of help in the music department. Either build an auditorium or use Fremd's, but please don't force the music groups (bands, choir, etc.) to perform in that dreadful building A. I hated that echo chamber.
The use of P.T. faculty, particularly in Business (accounting) and English (101 & 102) left much to be desired. The classes (caliber of etc.) were not the same as other sections. I strongly feel that more F.T. teachers would better correlate all classes and programs.
The problem with P.T. instructors - they can never be reached when the students need their help. Meanwhile, the F.T. instructors of similar courses refuse to help the students who needed help by referring them back to their instructors. How about sharing responsibilities.
Classes should be tougher so student that go to a 4 year school will be more adequately prepared.
Needs outside of classroom activities.
Many times during bad weather faculty did not make sincere effort to get to class, which often was full of students as a result, one of 3 things happened; faculty completely skipped material, students had to accelerate learning process to catch up, continued teaching at normal pace which left students behind at close of semester.
Ben Dallas, Mike Brown, Chris Anderson - They were the best - I'll never forget them.
The engineering transfer program is very helpful of the course I took, the teaching staff was above average in effectiveness.
Bigger library and make classes a little tougher.
Some courses required for the associate degree really did not help me at all and were wasted.
I thought Harper was a good two year college, but it did not have any specialized engineering classes which I should have taken.
Academically I had some priceless classes, but unfortunately I felt the core courses for my major gave me a weak groundwork for the level I'm now at, at Northern Univ.
It was a good college to attend except for lack of student interest.
I never felt Harper was a part of my life, just a place to go and take classes.
My experience at Harper was one of the major growth experiences of my adult life. I am 37 years old and have 5 children and am fulfilled also as an individual thanks to Harper.
I will pursue a career, because of Harper.
The college could cut back on alot of the entertaining courses (belly dancing, knitting, etc.) and use that money to expand the career courses. I realize its a community college, but it seems there are an awful lot of money wasted. Maybe I'm not sure exactly how much is used.
Bookstore is great; Hearing Impaired is great and should be continued; Counseling system stinks. Health services excellent; great faculty; need better ceramics facilities; teacher evaluation stinks, written essays or bull sessions would be better.
The teachers in the Food Service department are excellent. I've never enjoyed school as I did while enrolled in the department.
The social life was null, but academically it was very good.
I enjoyed the courses and teachers.
I am glad to have attended Harper. Even though it took me my first year (1975-76) to decide on a major (music), I don't consider that year wasted.
I wish they would not charge student activities fee, because I am married and have a family. I am involved in activities centered around that part of my life. Since most are available to the general public I would have preferred to pay full fee if I wanted to attend. (lectures, concerts, etc.)

Very good, but the Board of Trustees are a group of pompous idiots - no common sense or brains!
Harper is a good college, but the transition to a 4 year school is too great. I got hooked on study guides at Harper and these are not seen at 4 year schools. Therefore, the college should make a move to get away from these areas of guidance (study objectives and guides) so to better prepare students for other colleges and universities. Otherwise the transfer students are at a disadvantage.
This rating refers to the Music Dept., Physical Science (Sipiero & Knight) & English (Frank Smith) - outstanding. Teachers really dedicated to their profession and to their students. The Sociology dept. from what I have observed is a real disaster - in my two semesters the classroom was like a kindergarten class with no supervision, smoking at times, take-home finals - a really easy 3 credits for anyone interested, but no learning unless you did it on your own.
I found it to be a very rewarding experience.
I think Harper is an excellent campus. Although I think Harper can benefit greatly by going to a 4 year college. Plenty of people don't wish to travel to DeKalb or into the city day or evening a couple of times a week. If Harper were a 4 year college, it would be filled for the upper class courses.
Excellent school - Keep tuition down.
After attending 3 year I found only one bad teacher who is poor teacher and doesn't care to help her students.
The college is having trouble because it is trying to be a big college when it is actually what it should be - A Junior College. The college should stay simple.
I would like to comment on the poor quality of part-time teachers at Harper - Not all, of course, but too many seem to be in it just for the extra income and are not prepared when they come to class. I have written to the school before about this problem. I received a letter back thanking me for my concern, but nothing has been done to weed these people out.
We would all benefit if Harper could become a four year college.
I have attended Harper part-time since 1969 and have had to pay a ridiculous activities fee for no benefits! I had neither the time nor interest to participate and believe me over approximately 16 semesters that fee has accumulated.
Temperature in summer is usually set much too cool. I usually caught a cold while attending Harper in spring and summer never in winter.
I enjoyed my law classes and being on WHCM.
Admission's office is the worst area for service can't remember the number of times I stood at their window with 5 or 6 women running and no one would ask me if I needed something or "can I help you". Orientation should be required by everyone for everyone. Didn't know it even existed until last semester, it was never suggested. I am due to graduate this summer. The overall feeling I get from Harper is that of <u>big business</u>, they are only in it for the money. After you're signed up or committed, then the hell with the person, he's just a student; he doesn't know any better. Some teachers have so many other various out-side functions going on, that they spend limited time with students.
Secretarial lab is not run well - night instructors over-worked - not enough open hours for evening students.
Many teachers were excellent and greatly influenced me into going on to school.
I hated the parking situation and the distance between the lots and building.
On severe snow days it's unfair to the student body to keep the school open just to collect from the state, money for staying open when it was known all along the school should have closed or shut down before the usual 1:00 time. It is insanity true?

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1973	1974	1975	1977 Number	1977 Percent	1973	1974	1975	1977 Number	1977 Percent
Degree of relatedness to field at Harper						35.3	36.1	35.4	36.2	
Present Status										
Employed F-T, not in college	0	0	0	0	0	23.1	18.2	20.7	70	22.1
Employed F-T, enrolled P-T	18.2	59.6	44.4	36	44.4	5.1	4.7	2.4	15	4.7
Employed F-T, enrolled F-T	9.1	0	1.4	4	5.0	4.4	3.5	2.6	3	1.0
Enrolled F-T, employed P-T	0	3.5	20.8	12	14.8	1.4	20.8	17.8	65	20.5
Enrolled F-T, not employed	50.0	8.8	6.9	4	4.9	55.1	46.6	52.2	141	44.5
Enrolled P-T, employed P-T	18.2	24.6	15.3	15	18.5	2.1	1.2	.8	6	1.9
Employed P-T, not in college	0	0	0	0	0	2.1	1.9	1.9	6	1.9
Enrolled P-T, not employed	4.5	3.5	11.2	10	12.4	.2	0	.3	0	0
Armed services	0	0	0	0	0	2.1	0	0	1	.3
Unemployed but seeking employment	0	0	0	0	0	1.4	1.2	.5	3	.9
Housewife	0	0	0	0	0	1.4	0	.3	7	2.2
Other unemployed	0	0	0	0	0	1.6	1.9	.5	0	0
	100.0	100.0	100.0	81	100.0	100.0	100.0	100.0	317	100.0
Number	22	57	72	81		433	423	377	317	
Percent still at Harper	4.8	11.9	16.0	20.4						
Educational Goals										
Presently enrolled F-T	59.1	12.3	29.6	20	24.7	61.0	70.9	72.7	209	65.9
Presently enrolled P-T	40.9	87.7	70.9	61	75.3	8.8	5.9	3.4	21	6.6
Plan to return to college next year	0	0	0	0	0	10.4	8.8	10.3	33	10.4
Plan to return to college someday	0	0	0	0	0	10.6	6.6	5.3	29	9.2
Presently enrolled in specific training program	0	0	0	0	0	.7	.7	3.8	1	.3
No plans to continue education	0	0	0	0	0	3.9	4.3	3.2	12	3.8
Educational plans unknown	0	0	0	0	0	4.6	2.8	1.3	12	3.8
	100.0	100.0	100.0	81	100.0	100.0	100.0	100.0	317	100.0
Number	22	57	72	81		433	423	377	317	

	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
				1977					1977	
Graduation Status	1973	1974	1975	Number	Percent	1973	1974	1975	Number	Percent
A.A. degree	13.6	8.8	6.9	10	12.4	46.9	45.2	45.9	153	48.4
A.S. degree	4.6	8.8	4.2	3	3.7	16.6	18.6	17.2	48	15.2
A.A.S. degree	0	7.0	6.9	2	2.5	3.9	4.7	2.4	5	1.6
Combination of degrees	0	0	5.6	1	1.2	.9	1.7	2.9	2	.6
Certificate	0	3.5	5.6	4	4.9	0	.5	.8	5	1.6
No degree	81.8	71.9	70.8	61	75.3	31.7	29.3	30.8	103	32.6
	100.0	100.0	100.0	72	100.0	100.0	100.0	100.0	377	100.0
Number of respondents	22	57	72	81		433	409	377	316	
Job Information										
Business or finance	8.3	12.3	12.8	10.5	15.7	20.7	19.2	13.0	26.5	16.0
Office or clerical	16.7	17.5	5.1	8	11.9	11.5	16.3	12.0	22.5	13.6
Sales	8.3	5.2	2.6	4.5	6.7	19.5	11.1	8.0	6	3.6
Trades	8.4	1.8	10.3	4.5	6.7	5.8	10.6	8.0	14	8.4
Factory semi-skilled	0	12.3	17.9	10	14.9	9.2	6.3	5.0	14	8.4
Educational	0	1.8	7.8	1	1.5	5.7	7.2	7.0	11	6.6
Medical fields	8.3	8.8	10.3	3	4.5	6.9	4.3	4.0	8	4.8
Scientific	0	3.5	0	1	1.5	3.4	5.3	2.5	2	1.2
Engineering or related tech	8.3	14.0	12.8	3	4.5	6.9	2.4	4.0	9	5.4
Legal, governmental or political	8.4	5.2	0	4	6.0	8.0	2.4	1.0	4	2.4
Retail stores	0	0	12.8	8.5	12.7	1.2	2.9	20.5	20	12.1
Social or religious	0	1.8	2.5	1.5	2.2	0	1.9	2.0	5	3.0
Arts or Humanities	8.3	0	0	1.5	2.2	1.2	1.9	4.0	1	.6
Food Services				2	3.0				17	10.3
Environmental				0	0				1	.6
Other	25.0	15.8	5.1	0	0	0	8.2	9.0	0	0
	100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Number	12	57	39	67		87	208	100	166	

Relatedness of job to major field at Harper	Degree of relatedness	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1973	1974	1975	1977 Number	1977 Percent	1973	1974	1975	1977 Number	1977 Percent
Identical	3	-	11.8	16.4	7	10.6	-	8.8	8.5	18	11.0
Closely related	2	-	15.7	11.5	14	21.2	-	10.8	15.1	18	11.0
Somewhat related	1	-	15.7	24.6	12	18.2	-	18.0	17.0	31	18.9
Not related	0	-	56.8	47.5	33	50.0	-	62.4	59.4	97	59.1
			100.0	100.0		100.0		100.0	100.0		100.0
Number			51	61	66			194	176	164	
Degree of relatedness			.83	.97	.92			.66	.73	.74	
Status Level	Status Index										
Unskilled labor	1	0	14.0	11.5	8	12.1	0	18.7	14.8	25	15.3
Semi-skilled	2	25.0	30.0	34.4	21	31.8	26.2	29.0	39.2	59	36.2
Technician, skilled labor or foreman	3	8.3	8.0	11.5	13	19.7	16.7	14.0	11.7	27	16.6
Beginning professional	4	50.0	32.0		17	25.8	29.7	29.5	23.5	47	28.8
Experienced professional or second line supervisor	5	16.7	16.0	8.2	5	7.6	19.0	7.3	8.4	5	3.1
Creative scientist or researcher	6	0	0	3.3	2	3.0	4.8	1.0	1.8	0	0
Upper middle management Vice president or higher	7	0	0	1.6	0	0	3.6	.5	.6	0	0
		100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Number		12	50	61	66		76	193	166	163	
Mean index level		3.58	3.06	3.05	2.94		3.70	2.83	2.80	2.68	

	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper after Attaining Alumni Status				
				1977					1977	
	1973	1974	1975	Number	Percent	1973	1974	1975	Number	Percent
Annual Salary										
Under $3,328	8.3	3.0	0	2	5.6	3.6	3.5	1.2	0	0
$3,328 - $4,159	0	0	0	0	0	1.2	0	0	0	0
$4,160 - $4,999	0	6.1	3.7	0	0	8.3	5.9	2.3	0	0
$5,000 - $6,999	58.4	18.2	18.5	1	2.8	26.2	21.2	20.9	13	16.5
$7,000 - $8,999	8.3	18.2	18.5	3	8.3	21.4	21.2	26.8	13	16.4
$9,000 - $9,999	0	9.1	11.1	5	13.9	7.1	10.6	10.5	12	15.2
$10,000 - $11,999	16.7	21.2	11.1	7	19.4	10.7	17.6	13.9	11	13.9
$12,000 - $14,999	0	18.2	3.7	11	30.5	11.9	10.6	9.3	14	17.7
$15,000 - $19,999	8.3	3.0	14.8	5	13.9	6.0	7.0	11.6	12	15.2
$20,000 - $25,000	0	3.0	14.8	1	2.8	1.2	2.4	2.3	3	3.8
$25,000 - $30,000	0	0	3.8	1	2.8	2.4	0	1.2	1	1.3
	100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Mean Salary	$7667	$9755	$12,484	$12,361		$9297	$9464	$10,118	$11,449	
Median Salary	$6571	$9667	$ 9,833	$12,000		$8000	$8889	$ 8,913	$10,273	
Number	12	33	27	36		84	85	86	79	
Job Location	**Distance Index**									
Downtown Chicago	2	0	6.2	4.9	1	1.5	7.1	4.1	1.8	4	2.4
Outer fringes of Chicago	1	20.0	6.3	6.6	3	4.5	11.9	6.7	7.2	12	7.3
Harper District	0	70.0	72.9	73.7	57	85.1	50.0	54.1	58.8	100	60.6
Other Chicago suburbs	1	0	12.5	14.8	6	8.9	16.7	13.9	14.9	15	9.1
Within 40-100 miles	3	10.0	2.1	0	0	0	6.0	5.2	7.2	9	5.4
100-500 miles away	4	0	0	0	0	0	3.6	7.7	8.9	16	9.7
More than 500 miles	5	0	0	0	0	0	4.7	8.3	1.2	9	5.5
		100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Mean distance index		.50	.38	.31	.16	.99	1.16	.89	1.04		
Number		10	48	61	67	84	194	167	165		

Educational Data		Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper after Attaining Alumni Status				
					1977					1977	
Class Level	Index Level	1973	1974	1975	Number	Percent	1973	1974	1975	Number	Percent
Freshmen	1	0	0	0	0	0	0	0	0	2	.9
Sophomore	2	71.4	50.9	63.8	58	73.4	5.4	1.9	4.5	11	4.8
Junior	3	14.3	32.7	21.8	10	12.6	86.2	88.5	85.4	196	85.2
Senior	4	0	0	4.3	4	5.1	7.4	8.3	6.9	20	8.7
Graduate school	5	0	0	4.3	0	0	0	.3	2.8	1	.4
Professional school	5	0	0	0	0	0	1.0	.7	.4	0	0
Other	NI	14.3	16.4	5.8	7	8.9	0	.3	0	0	0
		100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Mean index		2.17	2.39	2.46	2.05		3.04	3.08	3.08	3.03	
Number of respondents		14	55	69	79		203	312	287	230	

Present Major Field	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper after Attaining Alumni Status				
				1977					1977	
	1973	1974	1975	Number	Percent	1973	1974	1975	Number	Percent
Business	28.6	36.8	42.9	25	31.6	22.6	25.9	22.2	80	34.8
Education	7.2	1.8	0	0	0	13.8	11.5	14.2	21	9.1
Engineering	14.3	5.3	7.1	9	11.4	3.9	4.7	3.6	16	7.0
Art	7.1	5.3	7.1	6	7.6	2.5	4.1	6.5	15.5	6.7
Psychology	0	1.7	4.8	0	0	9.3	8.5	12.7	14.5	6.3
Other social sciences	0	3.5	2.3	1	1.3	14.8	6.8	4.1	12.5	5.4
Physical education	0	0	2.3	2	2.5	4.4	3.5	2.1	11	4.8
Agriculture and conservation	0	0	0	0	0	2.0	2.4	0	10	4.3
Medical field	14.3	7.0	7.1	1	1.3	4.4	3.0	4.1	9	3.9
Biological sciences	0	5.3	4.8	3.5	4.4	5.4	7.9	5.7	8	3.5
Journalism	0	0	0	0	0	1.5	0	1.0	6	2.6
Physical science	0	1.7	3.7	1.5	1.9	2.0	1.8	4.1	4	1.7
Home economics	0	0		2	2.5	0	1.8	1.0	4	1.7
Music	0	3.5	0	2.5	3.2	3.5	.9	3.1	3	1.3
Computer science	0	0	0	2	2.5	0	0	0	3	1.3
Language	0	1.8	0	.5	.6	0	1.5	1.0	2.5	1.1
Humanities and liberal arts	14.3	19.3	4.8	8	10.1	3.9	4.4	3.6	2	.9
English, literature and speech	0	1.8	2.3	1	1.3	3.5	4.4	7.2	2	.9
Law	0	0	0	7	8.9	0	1.2	.5	2	.9
Food service	0	0	0	1	1.3	0	0	0	2	.9
Math	7.1	1.7	1.2	2	2.5	2.5	2.4	1.3	2	.9
Architecture	0	1.8	4.8	1	1.3	0	2.1	1.0	0	0
Other	7.1	1.7	4.8	3	3.8	0	1.2	1.0	0	0
	100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Number of respondents	14	57	42	79		203	339	194	230	

Degree of relatedness of present major to major at Harper	Relatedness Index	Alumni Remaining at Harper after Attaining Alumni Status					Alumni Leaving Harper after Attaining Alumni Status				
		1973	1974	1975	1977 Number	1977 Percent	1973	1974	1975	1977 Number	1977 Percent
Identical	3	-	-	61.8	46	83.6	47.3	44.7	44.2	105	46.2
Closely related	2	-	-	21.2	3	5.5	27.3	23.9	25.4	56	24.7
Somewhat related	1	-	-	8.5	4	7.3	16.3	17.7	17.4	41	18.1
Not related	0	-	-	8.5	2	3.6	9.1	13.7	12.9	25	11.0
				100.0		100.0	100.0	100.0	100.0		100.0
Mean relatedness index				2.36	2.69		2.13	2.00	2.01	2.06	
Number of respondents				47	55		261	322	287	227	
Cost of present college											
Less than $500		23.1	55.9	54.1	20	57.1	4.0	2.9	1.1	6	4.3
$500 - $1,000		38.4	32.4	29.7	11	31.4	6.6	8.4	4.6	7	5.1
$1,000 - $1,500		15.4	5.9	8.1	3	8.6	12.1	6.9	8.8	11	8.0
$1,500 - $2,000		7.7	2.9	2.7	0	0	13.1	13.3	12.9	9	6.5
$2,000 - $2,500		7.7	0	0	0	0	28.8	34.5	26.3	21	15.2
$2,500 - $3,000		0	2.9	2.7	0	0	18.2	14.8	31.9	37	26.8
Over $3,000		7.7	0	2.7	1	2.9	17.2	19.2	14.4	47	34.1
		100.0	100.0	100.0		100.0	100.0	100.0	100.0		100.0
Mean annual cost		$1127	$ 616	$ 703	$ 614		$2191	$2245	$2348	$2537	
Number of respondents		13	34	37	35		198	203	194	138	

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND RESEARCH
February 9, 1978

Dear Alumni:

We are following every alumni (48 hours of more) of Harper. We would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper. In order for Harper to properly evaluate itself and become a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this questionnaire. A self-addressed stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

HARPER COLLEGE ALUMNI FOLLOW-UP QUESTIONNAIRE

Please give a permanent address where you can always be reached.

_____

_____

This questionnaire contains the following sections: General Status, Employment, Present Education and Evaluation of Your Experience at Harper.

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

General Status

I. Please check (✓) major field while at Harper.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biological Science
_____ 4. Business
_____ 5. Communications
_____ 6. Education
_____ 7. Engineering
_____ 8. Humanities and Liberal Arts
_____ 9. Mathematics
_____ 10. Music
_____ 11. Physical Education
_____ 12. Physical Science
_____ 13. Pre-Law
_____ 14. Pre-Medical
_____ 15. Psychology
_____ 16. Other Social Science

II. What is your present status?

_____ 1. I am employed full-time but am not enrolled in college.
_____ 2. I am employed full-time and am enrolled in college part-time.
_____ 3. I am employed full-time and am enrolled in college full-time.
_____ 4. I am enrolled in college full-time and am employed part-time.
_____ 5. I am enrolled in college full-time but am not employed.
_____ 6. I am enrolled in college part-time and employed part-time.
_____ 7. I am employed part-time but am not enrolled in college.
_____ 8. I am enrolled in college part-time but not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a housewife not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

III. What are your present educational goals?

_____ 1. I am presently enrolled full-time in a college or university. (This includes Harper.)
_____ 2. I am presently enrolled part-time in a college or university. (This includes Harper.)
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college someday.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have no plans at present to continue my education.
_____ 7. My educational plans are unknown at this point.

IV. Did you graduate from Harper?

_____ 1. Yes, with AA degree
_____ 2. Yes, with AS degree
_____ 3. Yes, with AAS degree
_____ 4. Yes, with ALS degree
_____ 5. Yes, with a combination of degrees
_____ 6. Yes, with certificate
_____ 7. No

V. If you did not receive a degree from Harper, indicate why you didn't. Check (✓) the one most appropriate alternative.

_____ 1. I am still enrolled at Harper
_____ 2. I have moved
_____ 3. Family responsibilities
_____ 4. Job demand
_____ 5. New job opportunity
_____ 6. Personal problems
_____ 7. I saw no relationship between the courses and my personal, occupational or educational goals.
_____ 8. Personal financial problems
_____ 9. Marriage
_____ 10. Teachers were ineffective
_____ 11. Transportation problems
_____ 12. Illness
_____ 13. Problem in financing further education at Harper
_____ 14. I had taken all courses I originally wanted to take
_____ 15. Harper offered no further courses I wanted
_____ 16. Entering military
_____ 17. My educational goals were not defined
_____ 18. I wasn't challenged
_____ 19. I preferred transferring to another college
_____ 20. Other (speficy)
_____

EMPLOYMENT

If you are employed full-time or part-time, please answer the following items.

VI. How would you classify your present occupation?

_____ 1. Social or religious
_____ 2. Educational
_____ 3. Legal, governmental or political
_____ 4. Sales
_____ 5. Business or finance
_____ 6. Scientific
_____ 7. Engineering or related technology
_____ 8. Retail store sales
_____ 9. Medical fields
_____ 10. Arts or humanities
_____ 11. Trades
_____ 12. Factory semi-skilled
_____ 13. Office or clerical
_____ 14. Other (specify)
_____

VII. How related is your present job to your major field at Harper?

_____ 1. They are identical.
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative Scientist or researcher or upper middle management
_____ 7. Vice-president level or higher

IX. What is your salary range? (Answer only if you are employed full-time.)

_____ 1. Under $3,328 per year or under $1.60 per hour
_____ 2. $3,328 - $4,159 per year or $1.60 - $1.99 per hour
_____ 3. $4,160 - $4,999 per year or $2.00 - $2.39 per hour
_____ 4. $5,000 - $6,999 per year or $2.40 - $3.36 per hour
_____ 5. $7,000 - $8,999 per year or $3.37 - $4.32 per hour
_____ 6. $9,000 - $9,999 per year or $4.33 - $4.80 per hour
_____ 7. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ 8. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ 9. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____ 10. $20,000 - $24,999 per year or $9.62 - $12.02 per hour
_____ 11. $25,000 - $30,000 per year or $12.03 - $14.42 per hour
_____ 12. Over $30,000 or over $14.42 per hour

X. Where is your job located?

_____ 1. Downtown Chicago
_____ 2. Outer fringes of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ 4. Outer Chicago area suburbs
_____ 5. Within 40 to 100 miles of Harper College
_____ 6. 100 to 500 miles from Harper
_____ 7. More than 500 miles from Harper

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity	_____	_____	_____
Other (specify)	_____	_____	
_____	_____	_____	_____
_____	_____	_____	_____

XII. How did you find your job? Check (✓) one.

_____ 1. The Placement Office helped me find it.
_____ 2. The coordinator of my program helped me find it.
_____ 3. Another faculty member helped me.
_____ 4. A friend helped me.
_____ 5. Found my job through another source (specify) _____
_____ 6. I found my job all on my own.
_____ 7. I am working on the same job which I had since I first enrolled at Harper.

EDUCATION

If you are enrolled in college full-time or part-time, please answer the following items.

XIII. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____ 10. Northeastern Illinois
_____ 11. Eastern Illinois
_____ 12. Elmhurst
_____ 13. DePaul
_____ 14. University of Wisconsin - Madison
_____ 15. University of Arizona
_____ 16. Arizona State University
_____ 17. Other (specify) _____

XIV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduates
_____ 6. Professional school
_____ 7. Other (specify) _____

XV. What is your major field presently?

_____ 1. Agriculture and Conservation
_____ 2. Architecture
_____ 3. Art
_____ 4. Biological Science
_____ 5. Business
_____ 6. Education
_____ 7. Engineering
_____ 8. English-Literature-Speech
_____ 9. Home Economics
_____ 10. Humanities and Liberal Arts
_____ 12. Language
_____ 13. Law
_____ 14. Math
_____ 15. Medical Field
_____ 16. Music
_____ 17. Physical Education
_____ 18. Physical Science
_____ 19. Psychology
_____ 20. Other Social Science
_____ 21. Other (specify) _____

XVI. How related is your present major to your major at Harper?

_____ 1. They are identical.
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

XVII. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

_____ 1. 0-20%
_____ 2. 20-40%
_____ 3. 40-60%
_____ 4. 60-80%
_____ 5. 80-90%
_____ 6. All but 2 or 3 courses
_____ 7. All but 1 course
_____ 8. Transferred all courses

XVIII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0

At your present college, have you participated in any honors programs or honors society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe.

_____

_____

XIX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $ 500
_____ 2. $ 500 - $1,000
_____ 3. $1,000 - $1,500
_____ 4. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. Over $3,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

_____

_____

Evaluation Items

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
*

*(Please check (✓) if you have no basis for rating the aspect.)

	Haprer	College Now Attending (If any)	
XX.	_____	_____	Teaching faculty
XXI.	_____	_____	Course selection
XXII.	_____	_____	Admissions program
XXIII.	_____	_____	Records and registration
XXIV.	_____	_____	Student activities (lectures, concerts, films, clubs, social events, student government, student publications, game area)
XXV.	_____	_____	Counseling
XXVI.	_____	_____	Placement
XXVII.	_____	_____	Financial Aids
XXVIII.	_____	_____	Health Service
XXIX.	_____	_____	Intercollegiate athletics
XXX.	_____	_____	Food Service
XXXI.	_____	_____	Intramurals
XXXII.	_____	_____	Learning Resources Center
XXXIII.	_____	_____	Learning atmosphere
XXXIV.	_____	_____	Other students
XXXV.	_____	_____	Veterans Office

XXXVI. Which courses taken at Harper have been of most benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning & Development
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General business
_____ 10. History
_____ 11. Human Potential Seminar
_____ 12. Math
_____ 13. Mechanical Engineering
_____ 14. Philosophy & Humanities
_____ 15. Physical Science
_____ 16. Physical Education
_____ 17. Political Science
_____ 18. Sociology
_____ 19. Speech
_____ 20. Psychology
_____ 21. Secretarial Science

XXXVII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in your community? Check (✓) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning & Dvevelopment
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General business
_____ 10. History
_____ 11. Human Potential Seminar
_____ 12. Math
_____ 13. Mechanical Engineering
_____ 14. Philosophy & Humanities
_____ 15. Physical Science
_____ 16. Physical Education
_____ 17. Political Science
_____ 18. Sociology
_____ 19. Speech
_____ 20. Psychology
_____ 21. Secretarial Science

XXXVIII. Are there courses which, had they been included in your curriculum would have benefited you now, on your job, in college, or in your community?

_____

_____

_____

XXXIX. Was the Learning Resources Center (first and second floor, F bldg.) of help to you while attending Harper? Check (✓) those that apply.

_____ 1. I very seldom or never used the Center.
_____ 2. I found the Center a good place to study.
_____ 3. It was easy to find and check out almost all tne books I needed.
_____ 4. The audio-visual material available in the media section was very helpful.
_____ 5. I had trouble getting much of the material I needed.
(Explain) _____
_____
_____ 6. Other
_____
_____
_____

COMPUTER ITEM

LX. Have you ever used the main computer using batch programs in Bulding A?

_____ 1. Yes
_____ 2. No

If you have, did you ever have any problems using the computer or getting good turn around time?

_____ 1. Yes
_____ 2. No

If yes, explain: _____

_____

XLI. Have you ever used the instructional computer terminals in "D" building?

_____ 1. Yes
_____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes
_____ 2. No

If yes, explain: _____

_____ _____

XLII. Has using the computer or the terminals helped you in your present situation?

_____ 1. Yes, it has helped me (explain) _____

_____

_____ 2. No, it has not helped me (explain) _____

_____

_____ 3. I didn't use the computer or terminals at Harper.

XLIII. How many times did you change your educational or vocational goals as a result of attending Harper?

_____ 1. More than one major change.
_____ 2. One major change.
_____ 3. Made only minor change(s)
_____ 4. I am not sure I made a change.
_____ 5. Never

Also, if you made changes, check (✓) what services you used in making this change?

_____ 1. Counseling
_____ 2. Career Library
_____ 3. Placement Office (Career Development Center)
_____ 4. Other (specify) _____
_____ 5. No services were used.

XLIV. Check which student activities or non-classroom experiences were of most benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speakers
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varsity athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Human Potential seminars
_____ 10. Mini courses
_____ 11. Other (specify)
_____

XLV. Check which student activities or non-classroom experiences at Harper were of least beneift to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speakers
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varisty athletics
_____ 7. Harbinger
_____ 8. Radio
_____ 9. Human Potential seminars
_____ 10. Mini courses
_____ 11. Other (specify)
_____

XLVI. How do you feel about the Academic Advising you received at Harper? Check (✓) those appropriate.

_____ 1. I saw a counselor only as required at registration.
_____ 2. I needed academic advice but did not ask for it.
_____ 3. I readily received help from a counselor.
_____ 4. I had trouble getting the counseling help I needed.
_____ Explain: _____
_____
_____ 5. The advising I received from a counselor was not very helpful to me. Explain: _____
_____
_____ 6. The advising I received from a counselor was very helpful to me. Explain: _____
_____
_____ 7. I received helpful advice from a faculty member.
_____ 8. I received advice from a faculty member that was not helpful. Explain: _____
_____

XLVII. How do you feel about the Financial Aid's office? Check (✓) those appropriate.

_____ 1. I didn't require or qualify for any financial aid.
_____ 2. I might have qualified for financial aid but I never got around to applying for it.
_____ 3. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid office.
_____ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the office of Financial Aids.
_____ 5. I received financial aid but I was not satisfied with the performance of the Financial Aids office.
_____ 6. I received financial aid and was very satisfied with the performance of the Financial Aids office.
_____ 7. The Financial Aids office at Harper helped me secure financial aid at the institution I am now attending.

XLIX. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

Harper Experiences

L. How many hours did you work per week while attending Harper.

_____ 1. I did not work.
_____ 2. 1 to 5 hours
_____ 3. 6 to 10 hours
_____ 4. 11 to 15 hours
_____ 5. 16 to 20 hours
_____ 6. 21 to 25 hours
_____ 7. 26 to 30 hours
_____ 8. Over 30 hours

LI. How would you describe this work?

_____ 1. It was identical to what I am now doing.
_____ 2. It was related or beneficial to what I am now doing.
_____ 3. It was of little beneift to what I am now doing except that it helped pay my way through college.

LII. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc? Check (✓) one alternative.

_____ 1. I did not participate.
_____ 2. 1 to 3 hours per week.
_____ 3. 4 to 7 hours per week.
_____ 4. 8 to 12 hours per week
_____ 5. Over 12 hours per week.

LIII. How many hours per week did you spend informally - such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc? Check (✓) one alternative.

_____ 1. Less than one hour
_____ 2. 1 to 6 hours
_____ 3. 7 to 12 hours
_____ 4. 12 to 20 hours
_____ 5. Over 20 hours.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 8 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES